



## MERRIWETHER MIDDLE

430 Murrah Road  
North Augusta, South

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	421 Students	
<b>Principal</b>	Bobby Turner	803-279-2511
<b>Superintendent</b>	Dr. Mary Rice-Crenshaw	803-275-4601
<b>Board Chair</b>	Sallie B. Cooks	803-663-6539

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Average</b>
2009	Average	Average
2008	Average	Below Average
2007	Average	At-Risk
2006	Average	Good

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

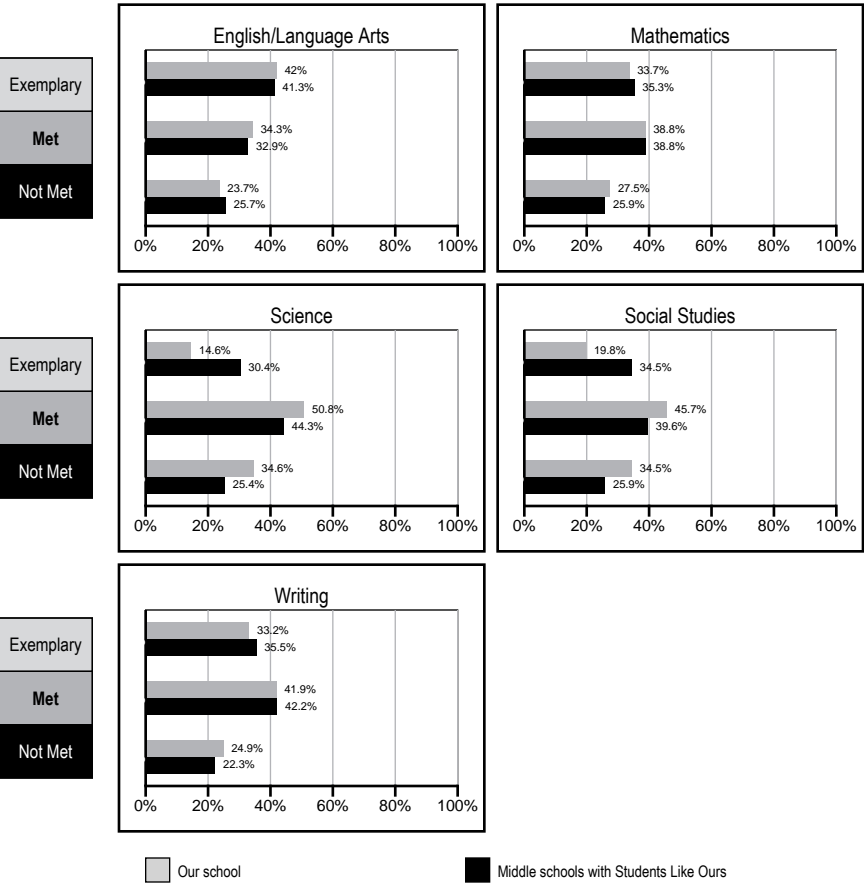
95%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
6	15	16	0	1

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	98.7%
English 1	100.0%	97.2%
Physical Science	N/A	27.4%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	96.9%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=421)				
Students enrolled in high school credit courses (grades 7 & 8)	67.0%	Up from 49.1%	28.2%	24.2%
Retention rate	0.5%	Down from 1.0%	0.5%	0.7%
Attendance rate	95.7%	Down from 95.9%	96.1%	95.9%
Eligible for gifted and talented	13.4%	Down from 16.4%	22.7%	16.4%
With disabilities other than speech	12.9%	Up from 12.7%	11.1%	12.0%
Older than usual for grade	3.8%	Down from 5.0%	1.2%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.1%	Up from 1.2%	0.4%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=25)				
Teachers with advanced degrees	40.0%	Down from 44.4%	60.0%	58.5%
Continuing contract teachers	80.0%	Down from 81.5%	82.4%	80.0%
Teachers with emergency or provisional certificates	4.8%	Up from 4.5%	3.0%	4.0%
Teachers returning from previous year	91.0%	Up from 88.2%	86.9%	84.6%
Teacher attendance rate	94.4%	Down from 94.5%	95.5%	95.4%
Average teacher salary*	\$44,656	Up 0.8%	\$47,234	\$46,561
Professional development days/teacher	7.3 days	Up from 6.7 days	10.3 days	10.2 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	26.1 to 1	Up from 22.9 to 1	21.8 to 1	21.1 to 1
Prime instructional time	89.1%	Down from 89.6%	90.6%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	88.6%	Down from 94.9%	97.1%	98.1%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil**	\$6,460	Down 8.9%	\$7,219	\$7,802
Percent of expenditures for instruction**	61.5%	Up from 59.1%	64.4%	63.8%
Percent of expenditures for teacher salaries**	60.8%	Up from 58.1%	61.0%	60.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Merriwether Middle School is located in rural Edgefield County and serves approximately 420 sixth, seventh, and eighth grade students from various economic and ethnic backgrounds. At Merriwether Middle School, we believe that all students should be provided with opportunities for successful experiences. We strive to offer a curriculum that maximizes the intellectual, emotional, social, and physical development of our emerging adolescents. We understand the unique needs and concerns of young adolescents, as well as the developmental challenges of this age group. Our curriculum is designed to assist our middle school students through the transitional period between elementary school and high school. Every student attends five academic classes and two exploratory classes taught daily by highly qualified teachers. Exploratory classes include band, music, art, physical education, technology, keyboarding, computer-assisted instruction, and reading and math enrichment. English 1, Algebra 1, Band 1, and Keyboarding are offered to eighth grade students for high school credit. High school credit in Keyboarding is also offered to qualifying 7th graders. Many Merriwether Middle School students were recognized for outstanding academic achievement during the 2009-10 school year. These milestones validate the efforts of both our teachers and students in the pursuit of excellence. Ten eighth grade students were recognized as S.C. Junior Scholars. Our Mathcounts team placed second in the region and performed well in the state competition finals. Our Science Eco-Meet team placed sixth overall in the CSRA regional competition. The Merriwether Honor Band received an Excellent rating in the SCBDA-Concert Festival and a Superior rating in the Carowinds Music Festival. Also, four students were selected for the SCBDA All-State Region 2 Band. 100% of students enrolled in Algebra I passed the End-Of-Course Algebra 1 test, and 100% of students enrolled in English I passed the End-Of-Course English 1 test. In addition, MMS had one 7th grade student who received state recognition in the Duke TIP Program. Three sixth grade students attended the Junior National Young Leaders Conference in Washington, D.C. Additionally, an MMS 7th grader represented Edgefield County in the Regional District Spelling Bee. The A-Plus program is utilized in the computer labs and within the classroom setting. Each core curriculum class is equipped with a Promethean Board. Science labs include dissections of frogs, starfish, and earthworms. Project construction revolves around "Aliens," "Build A Buddy Body Systems," "Cells," "Weather," etc. The Beta Club, Yearbook Staff, FCA, WMMS daily news show, and various volunteer organizations highlight positive student involvement in school activities that included the St. Jude's Math-a-thon, Toys for Tots, Haiti relief efforts, and an Easter Egg Hunt. We welcome and encourage your input and participation in all aspects of the educational process. Your support and cooperation will ensure that our students continue to meet and exceed all challenges presented to them.

Bobby R. Turner, Principal  
Robin Ball, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	14	130	52
Percent satisfied with learning environment	85.7%	84.6%	82.7%
Percent satisfied with social and physical environment	85.7%	86.2%	74.5%
Percent satisfied with school-home relations	84.6%	90.8%	67.3%

\* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	6.4%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.6%	0.0%	No
Student attendance rate	95.7%	94.0%*	Yes

\* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	405	99.3	25.3	33.9	40.9	83.3	83.9	83.5	Yes	Yes
Gender										
Male	193	99	29.2	33.5	37.3	78.4	80.7	80.1	N/A	N/A
Female	211	99.5	21.6	34.2	44.2	87.9	87.4	87	N/A	N/A
Racial/Ethnic Group										
White	295	99	19.9	34.2	45.9	87.5	90.3	89.6	Yes	Yes
African American	100	100	40.4	31.9	27.7	70.2	76.3	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	83	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status										
Disabled	54	96.3	67.3	15.4	17.3	42.3	49.5	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	74.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	170	98.8	34.8	34.8	30.4	74.7	77.6	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	405	99	30	43.1	26.9	79.6	76.3	80.4	Yes	Yes
Gender										
Male	193	99	30.8	42.7	26.5	78.4	74.3	78.4	N/A	N/A
Female	211	99.1	29.3	43.4	27.3	80.8	78.4	82.5	N/A	N/A
Racial/Ethnic Group										
White	295	99	26.7	41.6	31.7	83.3	85.4	87.8	Yes	Yes
African American	100	99	38.7	47.3	14	68.8	65.8	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	68.1	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status										
Disabled	54	96.3	73.1	23.1	3.8	42.3	39.1	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	59.3	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	170	98.2	42.7	43.9	13.4	72.6	68.4	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	268	99.3	33.3	51.8	14.9	66.7	61.3	67.3
Gender								
Male	127	99.2	34.1	46.3	19.5	65.9	62.4	66.9
Female	140	99.3	32.6	56.8	10.6	67.4	60	67.7
Racial/Ethnic Group								
White	189	99.5	28.7	51.4	19.9	71.3	72.4	79.6
African American	70	98.6	45.5	51.5	3	54.5	47.5	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	6	I/S	I/S	I/S	I/S	I/S	65.8	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	37	100	75.7	21.6	2.7	24.3	25.8	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	55	58.6
Socio-Economic Status								
Subsidized meals	115	98.3	46.8	49.5	3.7	53.2	50.6	55.4

Social Studies

All Students	268	98.9	33.7	46.3	20	66.3	64.4	70.9
Gender								
Male	134	99.3	34.9	45	20.2	65.1	64.2	70.1
Female	134	98.5	32.5	47.6	19.8	67.5	64.7	71.7
Racial/Ethnic Group								
White	197	99	30.7	46	23.3	69.3	74.3	79.2
African American	66	98.5	44.3	44.3	11.5	55.7	52.8	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	55.2	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	33	97	56.3	31.3	12.5	43.8	34.1	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	50	68
Socio-Economic Status								
Subsidized meals	111	98.2	42.6	43.6	13.9	57.4	54	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	418	98.6	23.9	42.6	33.5	76.1	70.6	72.1	95.7	95.9
Gender										
Male	205	98.1	32.1	43.4	24.5	67.9	63.3	65.2	95.1	95.7
Female	211	99.5	15.9	41.8	42.3	84.1	78.5	79.2	96.2	96
Racial/Ethnic Group										
White	309	98.4	21.5	41	37.5	78.5	79	80.8	95.4	95.5
African American	100	99	32.6	44.2	23.2	67.4	60.9	59.7	96.5	96.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	97.8	97
Hispanic	7	I/S	I/S	I/S	I/S	I/S	57.8	64.6	96	96.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.4	85.6	90.8
Disability Status										
Disabled	56	94.6	77.4	17	5.7	22.6	23.2	27.7	92.3	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	99.9
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	46.2	63.7	97.6	97.4
Socio-Economic Status										
Subsidized meals	178	98.9	38.7	42.3	19	61.3	60.2	61.9	95.1	95.5

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	135	99.3	25.6	39.5	34.9	74.4
	7	139	100	22.5	39.1	38.4	77.5
	8	146	98	27	41.6	31.4	73
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	130	100	21	41.2	37.8	79
	7	134	100	28.2	29.8	42	71.8
	8	141	97.9	26.1	31.3	42.5	73.9

Mathematics

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	135	99.3	24.8	46.5	28.7	75.2
	7	139	100	18.8	48.6	32.6	81.2
	8	146	98	25.5	39.4	35	74.5
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	130	100	34.5	47.9	17.6	65.5
	7	134	99.3	29.2	39.2	31.5	70.8
	8	141	97.9	26.9	42.5	30.6	73.1

Science

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	69	98.6	28.8	57.6	13.6	71.2
	7	139	100	33.3	60.9	5.8	66.7
	8	71	100	32.4	44.1	23.5	67.6
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	65	100	35	55	10	65
	7	134	99.3	30	54.6	15.4	70
	8	69	98.6	38.5	43.1	18.5	61.5

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	65	100	22.2	66.7	11.1	77.8
	7	139	100	47.1	41.3	11.6	52.9
	8	72	100	21.7	47.8	30.4	78.3
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	65	98.5	15.5	56.9	27.6	84.5
	7	134	99.3	48.5	41.5	10	51.5
	8	69	98.6	20.9	46.3	32.8	79.1
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	136	100	22.9	41.2	35.9	77.1
	7	140	100	17.3	40.3	42.4	82.7
	8	145	95.9	19.1	42.6	38.2	80.9
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	135	99.3	19.4	46.8	33.9	80.6
	7	138	99.3	30.6	38.8	30.6	69.4
	8	145	97.2	21.6	42.4	36	78.4

Abbreviations for Missing Data

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